



*The 1st Multi-Disciplinary International conference University Of Asahan 2019
Thema: The Role of Science in Development in the Era of Industrial Revolution
4.0 based on Local Wisdom." in Sabty Garden Hotel-Kisaran North Sumatra,
March 23rd, 2019*

ACADEMIC SUPERVISION IN MUHAMMADIYAH 48 MEDAN JUNIOR HIGH SCHOOL

Faisal Safri Dedi

Master of Education Administration, State University of Medan, Indonesia

Email: Faisals.dedi@gmail.com

Abstract

The implementation of academic supervision in schools is an embodiment of the responsibility of a school principal in one of his duties as a leader in the school, in accordance with the Regulation of the Minister of National Education Number 13 of 2007 concerning the standards of school principals. The condition that the researcher described above is an illustration of ideal conditions, conditions that should be carried out by the principal in academic supervision activities. Starting from ideal conditions, researchers still find educators whose administrative learning is still copying, incomplete, predominantly educated learning activities, do not bring lesson plans to class. Seeing this condition attracted the attention of researchers wanting to find out how the implementation of academic supervision was carried out by the principal in 48 Medan Muhammadiyah Middle School. The learning supervision system used by supervisors (principals) in the SmpMuhammadiyah 48 Medan school has been said to be right (good) because the implementation of the learning program has met several criteria, which include attractiveness, supervision of each class and so on. In addition, the teaching staff at the Muhammadiyah 48 Junior High School in Medan also teach with a strong theoretical foundation as suggested by Reigeluth and Merrill so that learning is based on learning theory which he calls preskriptif, which is the theory that provides "recipes" in dealing with learning problems,

Keywords: Academic supervision



A. Introduction

The implementation of academic supervision in schools is an embodiment of the responsibility of a school principal in one of his duties as a leader in the school, in accordance with the Regulation of the Minister of National Education Number 13 of 2007 concerning the standards of school principals. According to (kawagi, 2012). Implementation implies not just activity, but an activity that is planned and carried out seriously based on certain norms of reference to achieve the objectives of the activity

Based on these opinions provide an understanding that implementing academic supervision requires careful planning so that it can apply the principles of academic supervision well, therefore this principal is important for the principal. The implementation of academic supervision needs to be determined by approaches, techniques, appropriate methods to fit the conditions and potential of the school, determine the follow-up of the results of supervision, all that needs to be planned so that the objectives of guidance, goals, methods and activities, so that academic supervision runs well.

The condition that the researcher described above is an illustration of ideal conditions, conditions that should be carried out by the principal in academic supervision activities. Starting from ideal conditions, researchers still find educators whose administrative learning is still copying, incomplete, predominantly educated learning activities, do not bring lesson plans to class. Seeing this condition attracted the attention of researchers wanting to find out how the implementation of academic supervision was carried out by the principal in 48 Medan Muhammadiyah Middle School.

Research Objectives to determine the implementation of program planning, implementation and follow-up of academic supervision conducted by the principal. Academic supervision is said to be a series of activities to help educators develop their abilities in managing the learning process to achieve learning goals. Academic supervision is not an



assessment of the performance of educators but rather helps educators develop their professionalism (PPTK Team Kemendikbud, 2012).

Based on the above opinion, that academic supervision is not assessing teaching educators, but rather leads to helping educators to carry out their teaching tasks well.

In accordance with what is required by the Education Personnel Directorate, in academic supervision activities the principal must understand the concept of supervision, conduct guidance on educators. The goals and functions of academic supervision are: 1) helping teachers develop their competencies; 2) developing curriculum; 3) developing teacher work groups, and guiding classroom action research.

The principles of Academic Supervision include, practical, systematic, objective, realistic, anticipatory, constructive, cooperative, familial, continuous, democratic, active, humane, integrated, comprehensive (Dodd, 1972) in the article of academic supervision by the principal (Suratman, 2012) If these principles are implemented, academic supervision activities carried out by the principal will run well and effectively.

Follow-up that needs to be done by the principal is to provide reinforcement or appreciation to educators who have met the standards, educative reprimands given to educators who have not been able to meet the standards and educators are given the opportunity to take part in training so that educators can improve their competencies (Ministry of Education Candy Number 41, 2007). Following up on the results of academic supervision must be carried out by the principal because it is a continuation activity to provide feedback to educators after supervision so that a better change in learning outcomes can be obtained.

There are two types of academic supervision model, namely traditional supervision and contemporary supervision. There are two academic supervision techniques, namely individual supervision techniques and group supervision techniques. Individual supervision techniques have five types, namely: 1) class visits; 2) observation visits; 3) individual meetings, individual meetings; 4) visits between classes, and 5)



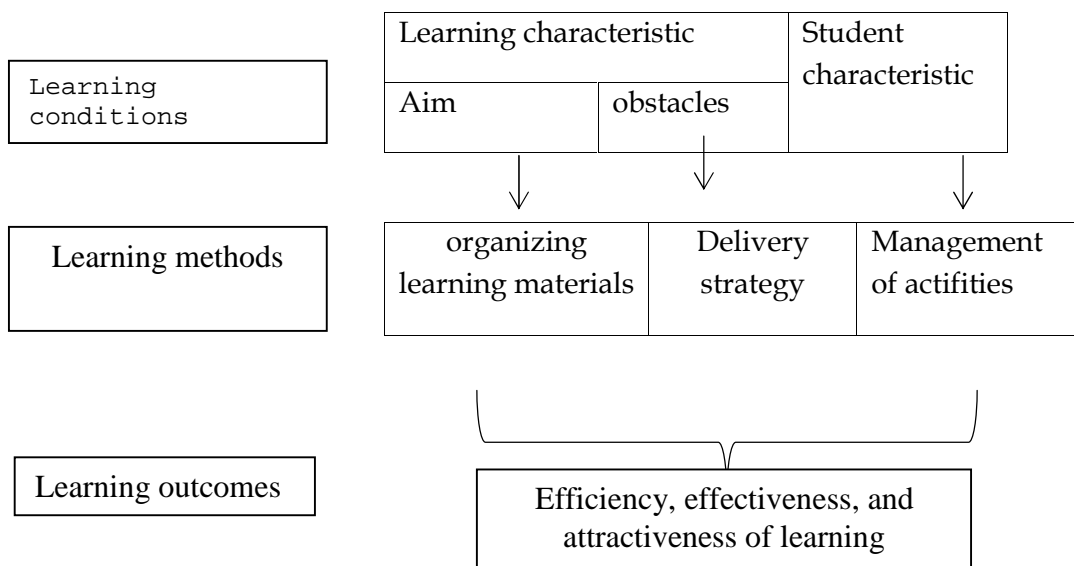
group supervision. While group techniques have three ways, namely, holding meetings, group discussions, workshops.

B. Method

This study uses a qualitative approach which means that all data components will be expressed in the form of words or sentences, not with numbers.

C. Research Finding

The learning supervision system used by supervisors (principals) in the SmpMuhammadiyah 48 Medan school has been said to be right (good) because the implementation of the learning program has met several criteria, which include attractiveness, supervision of each class and so on. In addition, the teaching staff at the Muhammadiyah 48 Junior High School in Medan also teach with a strong theoretical foundation as suggested by Reigeluth and Merrill so that learning is based on learning theory which he calls preskriptif, which is the theory that provides "recipes" in dealing with learning problems, in which learning must consider the variable conditions, methods, and results. These three variables can be described as follows:





In accordance with the concept of systems thinking, the main step in examining quality problems must first be to look at the problem thoroughly by determining what factors are related to the problem.

So, to improve student learning achievement, we first look at various factors that affect the learning achievement both in terms of the treatment given to the students concerned and in terms of conditions. Factors related to treatment such as those presented in the diagram above; (a) organizing teaching materials; (b) delivery strategy; and (c) management of activities.

While the factors that influence conditions are the characteristics of students. Learning achievement is the result of a process. Take for example the treatment given to improve this learning achievement for example by giving X methods, and the conditions are high student motivation. If it turns out the results of the study show that learning achievement decreases, we cannot say that this is due to the method of delivering the wrong one, because according to the concept of system thinking, we must look at other factors as a whole that affect the learning achievement. So it might be true that the treatment given using the X method is correct.

Supervision carried out is still in the category not yet maximal, where there are various factors that become obstacles for researchers in observing and interviewing, among others, Muhammadiyah Junior High School 48 Medan is carrying out MID semester examinations from September 22-30, 2018, which makes researchers somewhat hampered in conducting interviews, because the subjects to be interviewed are still busy. It also affects the limited time researchers conduct interviews where normally the Muhammadiyah Junior High School 48 Medan carries out teaching and learning activities (KBM) starting at 7:15 a.m. until 1:30 p.m., but because of the MID semester exam the time is shorter which is the exam The MID semester is shortened from 08.00 to 11.00. so from this exposure the penleiti normally has a research time of approximately 7 hours to only 3 hours.



D. Conclusion

From the discussions that have been presented, it can be concluded that:

- a) Academic Supervision is a series of process activities to help teachers develop their ability to manage the learning process to achieve learning goals.
- b) The scope of Academic Supervision includes the following: (a) Implementation of the current curriculum, (b) preparation, implementation and assessment of learning by the teacher, (c) achievement of graduate competency, content standards, and implementation regulation.
- c) The purpосete of academic supervision
 - a. Assisting teachers in developing competencies
 - b. Develop curriculum
 - c. Develop teacher working groups
 - d. Guiding class action research

While the results of academic supervision run information for the development of teacher professionalism

Bibliography

- Depdiknas. (2002). *kamus besar bahasa Indonesia*. Edisi ketiga. Jakarta: Balai pustaka
- Depdiknas. (2008). *Metode dan Teknik Supervisi*. Jakarta: Direktorat Tenaga Kependidikan, Ditjen PMPTK
- Kemendiknas. (2010). *Pedoman pelaksanaan penilaian kinerja guru*. Jakarta: Ditjen PMPTK, kemendiknas
- Sudjana dkk, Nana. (2011). *Buku Kerja Pengawas Sekolah*. Jakarta: kemendikanas